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January 2000



Social Studies 33
Grade 12 Diploma Examination

Alberta
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January 2000
Social Studies 33
Grade 12 Diploma Examination

Description

This examination consists of

- 60 multiple-choice questions, worth 60% of the total mark
- 4 writing assignments, each worth 10 marks, for a total of 40% of the exam mark

Time: This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

Instructions

Multiple Choice

- On the answer sheet provided, use **only** an **HB** pencil to mark the correct or best answer for each question. Fill in the circle that corresponds to your answer. For example:

The currency used in Canada is the

- A. peso
- B. mark
- C. pound
- D. dollar

Answer Sheet

(A) (B) (C) ●

- Mark only one answer for each question.
- If you change an answer, erase your first answer completely.
- Answer all questions.

Writing Assignments

- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Recommendation: The multiple-choice questions and source material that precede each writing assignment may assist you in composing your written work. Read each writing assignment **before** you complete the related questions.

Evaluation: Your writing assignments will be evaluated for

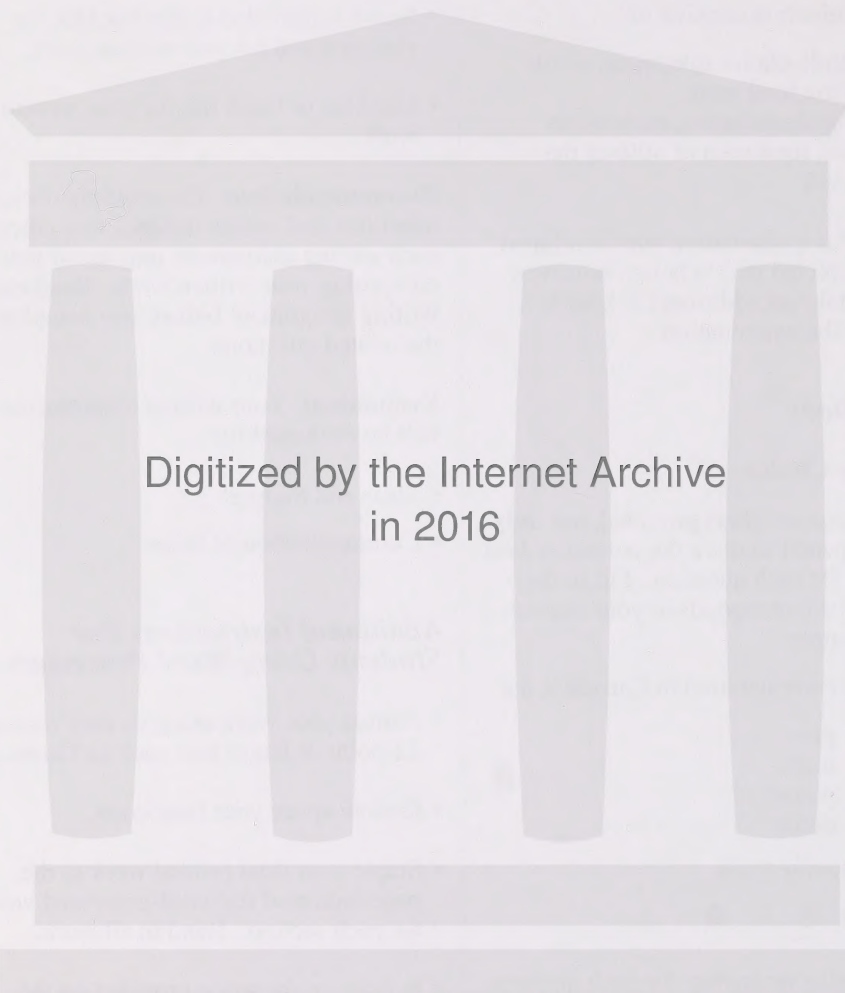
- Ideas and Support
- Communication of Ideas

Additional Instructions For Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the page indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.

Feel free to make corrections and revisions directly on your written work.



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Section One: The Interaction of Nations (1919 to 1945)



Benito Mussolini



Neville Chamberlain



Josef Stalin



Adolf Hitler

Many leaders played significant roles in the events that led to the outbreak of the Second World War.

Questions 1 to 10 focus on the period between 1919 and 1945.

1. During the 1920s, how did most Germans react to the terms of the Treaty of Versailles?
 - A. Most Germans felt the treaty was sympathetic to German concerns.
 - B. Most Germans believed that Germany had been treated fairly.
 - C. Most Germans were unaware of the provisions of the treaty.
 - D. Most Germans felt the treaty was unjust and harsh.

2. The re-emergence of an independent Poland in 1919 was made possible when land was surrendered by
 - A. Russia, Italy, and France
 - B. France, Germany, and Czechoslovakia
 - C. Russia, Germany, and Austria-Hungary
 - D. Austria-Hungary, Czechoslovakia, and Italy

3. Following the First World War, the government of which nation rejected the terms of the Treaty of Versailles and adopted a policy of isolationism?
- A. The Soviet Union
 - B. The United States
 - C. Germany
 - D. France

Use the following information to answer question 4.

**Number of German Marks Needed to Buy
One American Dollar's Worth of Goods**

Date	Marks per dollar
1914	4.2
1919	8.9
1921 (Nov)	70
1922 (Jan)	192
1922 (Aug)	1 000
1923 (Jan)	18 000
1923 (July)	160 000
1923 (Aug)	1 000 000
1923 (Nov)	4 200 000 000

—from *How and Why the Second World War*

4. Which of the following conclusions is supported by the information above?
- A. Germany enjoyed an economic boom in the early 1920s.
 - B. Germany tied its economic policy to that of the United States.
 - C. Germany experienced economic instability in the early 1920s.
 - D. Germany increased its military spending following the First World War.
-
5. Historians have frequently used the Japanese invasion of Manchuria (1931) and the Italian invasion of Abyssinia (1935) as evidence that
- A. the Great Depression was caused by global political instability
 - B. the League of Nations lacked the commitment to stop aggression
 - C. Germany was justified in its efforts to expand territorial boundaries
 - D. communist governments presented a real threat of world domination

Use the following newspaper headlines to answer questions 6 and 7.



6. Which of the following newspapers displays a headline that indicates the action that led Great Britain to declare war on Germany?
- A. *The Times*
 - B. *The Daily*
 - C. *The Leader*
 - D. *The Herald*
7. Taken together, the four headlines demonstrate the failure of which policy used by Great Britain and France to deal with German aggression?
- A. Appeasement
 - B. Containment
 - C. Isolationism
 - D. Deterrence

Use the following sources to answer questions 8 and 9.

The whole fury and might of the enemy must very soon be turned on us. Hitler knows that he will have to break us in this island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. . . . Let us therefore brace ourselves to our duties and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, 'This was their finest hour.'

—Winston Churchill,
radio broadcast June 1940

—from *Twentieth-Century Speeches*



—British Cartoon, May 1940

—from *Questions of Evidence*

8. Taken together, the two sources focus on preparations for the
- A. Battle of Britain
 - B. invasion of France
 - C. invasion of Poland
 - D. bombing of Pearl Harbor
9. These sources suggest that during wartime the media can serve a significant role in
- A. providing statistical information
 - B. criticizing military strategy
 - C. revealing national secrets
 - D. boosting citizen morale
-
10. In 1946, court proceedings at Nuremberg, Germany, were carried out in order to
- A. create an agency to replace the League of Nations
 - B. determine the causes of the Second World War
 - C. establish new national boundaries in Europe
 - D. bring Nazis accused of war crimes to trial

Section Two: The Cold War

Cold War confrontations involved many nations in different parts of the world.



Questions 11 to 20 and Writing Assignment I focus on the Cold War and its implications.

11. The first major test of the United Nations' willingness to halt an aggressor nation occurred in the early 1950s when the United Nations responded to an invasion of
 - A. South Vietnam
 - B. South Korea
 - C. China
 - D. Cuba
12. The main reason that the superpowers avoided nuclear war during the Cold War period was that they feared
 - A. regional allied involvement
 - B. United Nations' involvement
 - C. potential devastation to their own countries
 - D. lesser powers exercising nuclear weapons capability
13. The Berlin Airlift (1948–49) was carried out primarily by the
 - A. Soviet Union to maintain its influence within East Berlin
 - B. United Nations to supply military aid to both sides in a civil war
 - C. German government to preserve territory unoccupied by the Allies
 - D. United States to prevent West Berlin from falling under communist control

Use the following photograph to answer question 14.



Note: In the banner, the person on the left is holding a scrolled document entitled "Marshall Plan."

—from *Canada and the United States, a modern study*

14. This photograph shows a communist reaction against American efforts to gain influence in Europe by
- A. forming a regional alliance
 - B. providing economic assistance
 - C. rearming former enemy nations
 - D. promoting civil rights protection
-
15. Which of the following organizations is an example of a Cold War alliance?
- A. The United Nations
 - B. The European Union
 - C. The League of Nations
 - D. The North Atlantic Treaty Organization

Use the following cartoon to answer questions 16 and 17.



—from *The World this Century*

16. The animal trainer in this 1950s cartoon represents the
- A. NATO alliance applying military pressure to eliminate communist influence
 - B. United Nations attempting to use diplomacy to preserve world peace
 - C. United States threatening nuclear war to destroy the Warsaw Pact
 - D. Soviet Union attempting to maintain its sphere of influence
17. In the cartoon, each bear represents a nation. The behaviour of the bears suggests that this cartoon was created at a time of
- A. détente between the two superpowers
 - B. tensions from the threat of nuclear war
 - C. civil unrest within Eastern European states
 - D. widespread support for Soviet communist beliefs

Use the following illustration to answer questions 18 and 19.



18. The placards shown above represent public protests in America during the late
- A. 1940s
 - B. 1950s
 - C. 1960s
 - D. 1970s
19. Protestors carrying these placards were demonstrating their objection to American policy aimed at
- A. appeasing fascist dictators in Central Europe
 - B. interfering in border conflicts in the Middle East
 - C. containing communist expansion in Southeast Asia
 - D. supporting dictatorial governments in Central America
-
20. In 1962 the United States set up a naval quarantine (blockade) of Cuba in response to
- A. the failure of a CIA-supported invasion of Cuban exiles at the Bay of Pigs
 - B. the Soviet Union's construction of missile bases on Cuban territory
 - C. a flood of escaping Cuban refugees landing on the Florida coast
 - D. a seizure of political power by revolutionary leader Fidel Castro

Writing Assignment I

Suggested time: 15–20 minutes

The two superpowers, the United States and the Soviet Union, were not the only nations involved in the Cold War.

How did nations other than the two superpowers become involved in the Cold War?

Write a composition in which you

- **identify and explain** how nations other than the superpowers were involved in the Cold War
- **provide** examples to support your explanation

Reminders for Writing

- **Remember** that the questions in Section Two may contain information that could help you with your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

Planning

*If you are using a word processor, staple your finished work here.
You may make corrections directly on your printed page(s).*

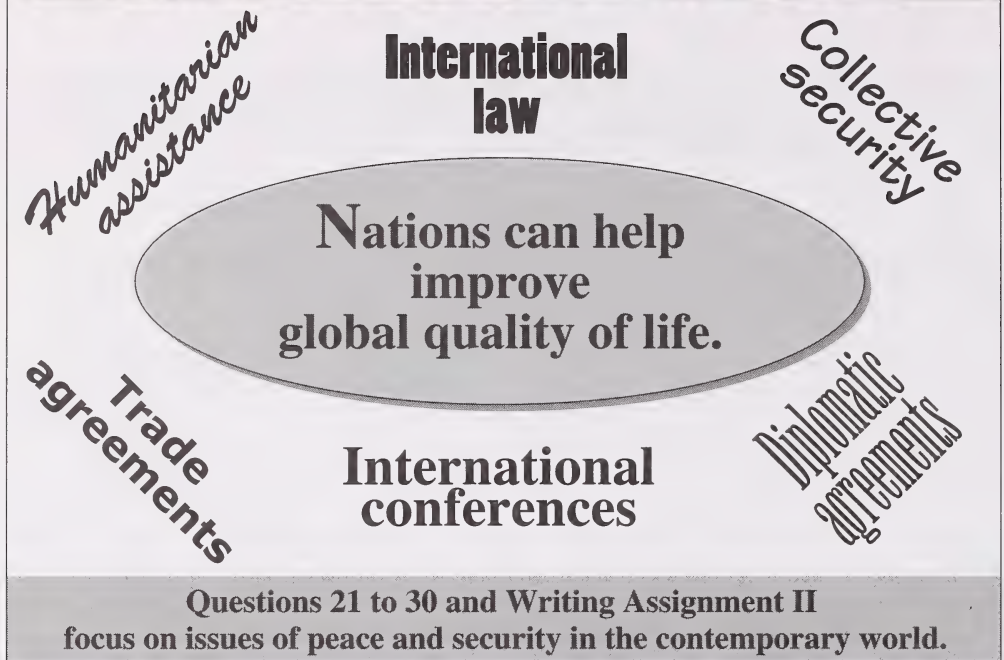
Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Continued

This is the end of Section Two.

Section Three: The Contemporary World



**Questions 21 to 30 and Writing Assignment II
focus on issues of peace and security in the contemporary world.**

21. A central role of the United Nations Security Council is to
- A. review and amend resolutions passed by the General Assembly
 - B. press for reform in nations with poor human rights records
 - C. coordinate spending for economic and social development
 - D. seek solutions to international crisis situations
22. A central purpose of both the EU and NAFTA is to
- A. remove trade barriers among member nations
 - B. fight human rights abuses in non-democratic nations
 - C. protect the environment from damage caused by human activity
 - D. eliminate the nuclear arsenals of all nations with nuclear weapons

Use the following map to answer question 23.

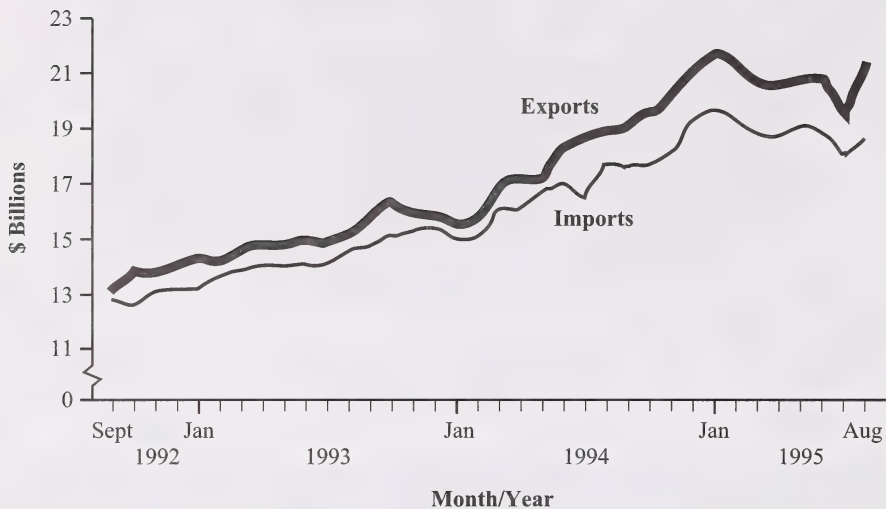


23. A characteristic common to the nations that are shaded on the map is that they
- A. are permanent members of the UN Security Council
 - B. have recently adopted foreign policies of neutrality
 - C. are united in a Great Power economic trade zone
 - D. have colonies located on other continents
-
24. Quebec separatists would **most likely** argue that the goal of creating an independent Quebec reflects a desire for
- A. containment
 - B. appeasement
 - C. brinkmanship
 - D. self-determination

Use the following information to answer questions 25 and 26.

Source I

Canada's Trade Balance



Source II

Canada's Principal Trading Partners—June 1995

Country/Trade Group	Exports (Can \$ Millions)	Imports (Can \$ Millions)
United States	16 588	13 524
Japan	1 076	676
European Union	1 166	2 148
All other countries	1 913	2 444
Total	20 743	18 792

—from *Statistics Canada*

25. The information in the sources reveals that in the mid-1990s, Canada
- A. exported goods mainly to nations in Asia
 - B. consistently operated with a trade surplus
 - C. continually acquired new nations as trading partners
 - D. imported goods from almost every country in the world
26. The information in the sources could **best** be used to research the general topic of
- A. human rights violations
 - B. global interdependence
 - C. regional agreements
 - D. collective security
-
27. *We live in an era with a need greater than ever, for coordinated global political action and responsibility.*

The writer of this observation is calling upon governments to support greater

- A. internationalism and collective security
- B. regionalism and trade agreements
- C. isolationism and self interest
- D. nationalism and sovereignty

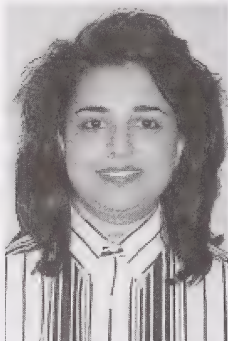
Use the following information to answer questions 28 to 30 and to focus your thoughts on Writing Assignment II on page 18.

At a public forum during a recent election campaign, four candidates were asked to respond to the following question:

Should Canada continue to trade with countries that have poor human rights records?

Candidate I

You should not mix economics with other nations' internal politics. Canadians want to enjoy the benefits of a growing economy. Canada must trade with



nations that are willing to trade with us.

International trade creates badly needed jobs for Canadians. If we refuse to trade with another nation, then other countries will simply step in and take advantage of the situation. Our corporations will lose valuable markets for their products.

Candidate II

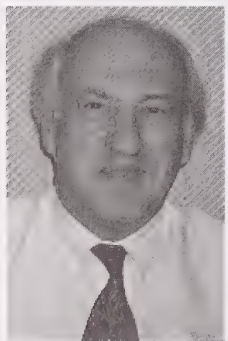
Certainly international trade provides positive benefits for Canada, but equally important is the fact that our trade with other nations provides economic



opportunity for people in other nations. We must continue to trade with nations that violate human rights because as their economic conditions improve, it is very likely that political reforms will follow. In the meantime, our government should continue to be involved in diplomatic efforts to promote respect for human rights.

Candidate III

Canada is recognized as an international role model because it places value on protecting human rights. We do not allow Canadian workers to be exploited in



"sweatshop" factories or to be imprisoned for simply speaking out against the government. We have a double standard when we ignore these things happening in other nations. Canada needs to lead by example. We must not trade with nations that abuse the rights of their citizens.

Candidate IV

If Canada ends trade contacts with nations that demonstrate poor human rights records, we will lose any chance of pressuring those nations to change.



The best policy is a balanced policy. Canadian trade ties with such nations should be maintained; however, our political leaders must make it clear that any expansion of trade will be directly linked to improved human rights records.

28. Which candidate **most clearly** places national interests ahead of international concerns?
- A. Candidate I
 - B. Candidate II
 - C. Candidate III
 - D. Candidate IV
29. The human rights protection organization Amnesty International would **most strongly** support the position taken by
- A. Candidate I
 - B. Candidate II
 - C. Candidate III
 - D. Candidate IV
30. To support their arguments, the four candidates could have referred to international concerns about continuing human rights abuses in
- A. Japan
 - B. China
 - C. France
 - D. Germany

You have just left the public forum described on page 16. Consider each candidate's response.

**Based on the candidates' responses to the question,
“Should Canada continue to trade with countries that have
poor human rights records?”
who would receive your vote? Why?**

Write a composition in which you

- **identify** the candidate you would vote for
- **give reasons** to support your choice of candidate

Reminders for Writing

- **Remember** that the questions in Section Three and the candidates' responses on page 16 may contain information that could help you with your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

Planning

*If you are using a word processor, staple your finished work here.
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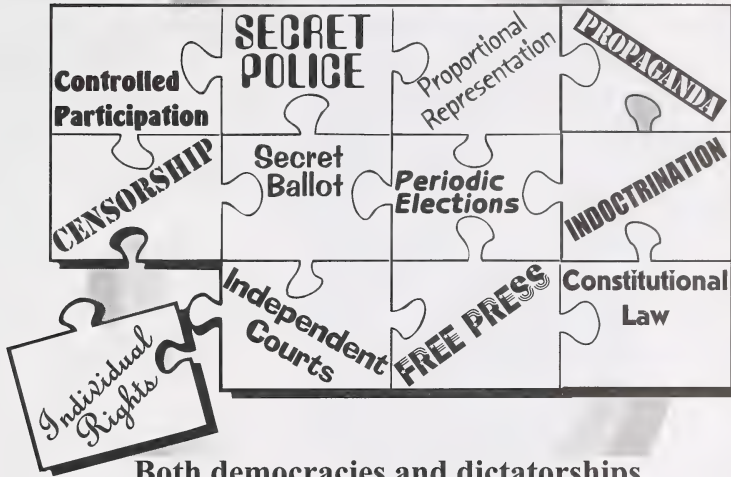
Written Work

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This is the end of Section Three.

Section Four: Political Systems



**Both democracies and dictatorships
are composed of
many different characteristics.**

**Questions 31 to 45 and Writing Assignment III
focus on political systems and issues.**

31. Just as businesses in the marketplace ultimately depend on the support of customers, political parties in the democratic political arena ultimately depend on the support of
- A. opponents
 - B. members
 - C. leaders
 - D. voters
32. The duties of the American president are **most** similar to the duties of the Canadian prime minister and
- A. the Governor General
 - B. a Supreme Court judge
 - C. a member of parliament
 - D. the leader of the Opposition

Use the following cartoon to answer questions 33 and 34.



—from *Best Editorial Cartoons*

33. The speaker in the cartoon represents voters who, as a group, ironically believe that
- A. people are overregulated by government actions and laws
 - B. government fails to provide enough help to citizens in need
 - C. government bureaucracy is too small to handle all needs of the people
 - D. with strict government control, society will collapse into anarchy and chaos
34. What is the central message of this cartoon?
- A. The government does not care about the needs and wants of its citizens.
 - B. Although citizens complain about government, they rely heavily on it for support.
 - C. Government has forcefully taken away the right of citizens to control their own lives.
 - D. Citizens would rather support and direct government than be supported and directed by government.

35. In general, the greater the number of political parties that compete in a federal election, the **less likely** it is that
- A. voters will be aware of important campaign issues
 - B. there will be a high turnout of voters on election day
 - C. voters will find a political party that represents their views
 - D. the winning party will be supported by a majority of voters
36. Which of the following situations would be **most helpful** to a leader hoping to gain dictatorial power?
- A. Citizens show faith in democratic traditions such as protection of civil liberties.
 - B. Citizens experience the effects of high unemployment and political instability.
 - C. Citizens believe that elected officials must be held accountable for their actions.
 - D. Citizens enjoy the consequences of rapid economic growth and competitive prices.

Use the following quotation to answer question 37.



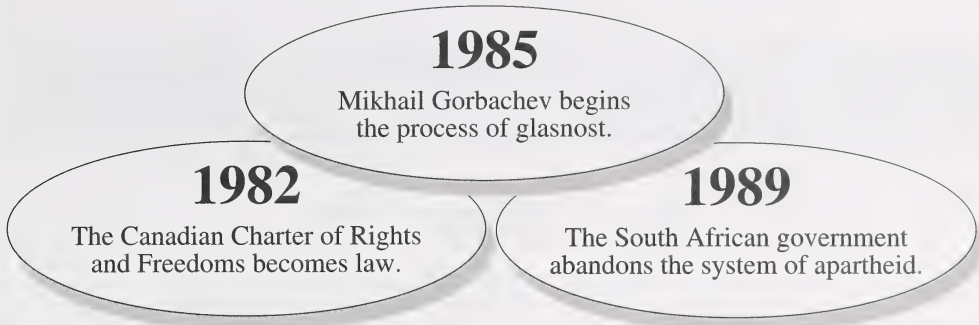
The importance of [using] physical terror against the individual and the masses . . . became clear to me.

—Adolf Hitler, *Mein Kampf*

37. According to this quotation, Hitler believed in
- A. intimidation and force
 - B. propaganda and indoctrination
 - C. political manipulation and controlled participation
 - D. scapegoating and the directing of popular discontent

38. A radical activist would **most strongly disagree** with the political beliefs of a
- A. liberal
 - B. progressive
 - C. conservative
 - D. revolutionary
39. The Soviet communist political system did not allow for
- A. competition within a multiparty system
 - B. a court system to punish convicted criminals
 - C. a written constitution to define individual rights
 - D. regional representation within a national parliament
40. Dictators typically maintain power and control by
- A. sharing power with an independent court system
 - B. tolerating strong opposition parties with new ideas
 - C. using the media and the education system to indoctrinate citizens
 - D. encouraging citizens to criticize and protest government decisions

Use the following diagram of events to answer question 41.



41. Which of the following generalizations is supported by the above events?
- A. Political reforms usually favour the ruling elite.
 - B. Governments often act to limit democratic freedoms.
 - C. Political systems often adapt to changing circumstances.
 - D. Governments may be forced to introduce unpopular measures.
-
42. Which of the following statements reflects a fascist political point of view?
- A. Leadership should be in the hands of the person most capable of ruling.
 - B. Young people should be excluded from involvement in the political process.
 - C. The media must be free to criticize the decisions and actions of political leaders.
 - D. Governments should avoid appealing to national pride in an effort to gain public support.

Use the following editorial to answer questions 43 to 45 and to focus your thoughts on Writing Assignment III on page 28.

Editorial

The Daily Post, January 26, 2000

In Defence of Government Regulation

In the current political climate, many social commentators, politicians, and talk-show hosts have had a free and easy time criticizing what they call “big government.” Their arguments usually run along the line that government, through regulation, has become too involved in the lives of people, creating laws to replace “common sense.”

For example, imagine that the government decided to pass legislation making it mandatory for bicycle riders to wear helmets. The above-mentioned commentators would most likely oppose this action. Why? Because to them, the answer is obvious—the decision to wear a helmet should be left to the individual. If a person chooses not to wear a helmet, then he or she must accept the consequences. Common sense would tell these people that, in order to avoid injury, a helmet should be worn. Thus, there would be no need for laws to make helmets compulsory.

It is time to reject these arguments and come to the defence of government regulation.

In an ideal world, no laws, or government for that matter, would be needed. People would naturally do the “right thing” and never harm themselves or others. However, we do not live in an ideal world. “Common sense” does not always rule.

Society needs laws to provide protection from people who would, either intentionally or accidentally, harm themselves or others. Opponents of such laws argue that they rob us of our liberty and lead society down the slippery slope to dictatorship. Just the opposite is true. We do not live in a brutal dictatorship. Modern democratic governments remain our servants, not our masters. The laws created by government are intended to provide people with security. Only when people have a sense of security can they enjoy their civil liberties in relative safety.

Although it may seem contradictory, the cornerstone of democratic freedom is the protective power of government. This power is provided through reasonable regulation of individuals and society.

- 43.** The editorial writer implies that the term “big government” has been interpreted by some to mean government that
- A.** serves only the best interests of the voting public
 - B.** is incapable of making decisions or taking action
 - C.** is controlled by an elite group with dictatorial powers
 - D.** overregulates and overrestricts the actions of its citizens
- 44.** The editorial writer suggests that a society without government and laws is
- A.** not possible because of human nature
 - B.** an ideal that can be reached only over time
 - C.** not possible because a dictatorship will result
 - D.** an ideal that can be achieved only through revolution
- 45.** Which of the following statements summarizes the main idea of the editorial?
- A.** As governments grow in size and power, they must increase protection for individual freedoms.
 - B.** People must accept some government control in exchange for the preservation of the common good.
 - C.** Faith in individuals to protect themselves must replace faith in the government to protect society.
 - D.** In order to be effective, government must have the power to deny basic civil liberties.

The editor states an opinion about government regulation of society.

Do you agree with the editor’s conclusion about the necessity of government regulation? Why or why not?

Write a letter to the editor in which you

- **explain** your opinion about government regulation
- **give reasons** to support your explanation

Reminders for Writing

- **Remember** that the questions in Section Four and the editorial on page 26 may contain information that could help you write your letter.
- **Plan** your letter.
- **Organize** your ideas and support.
- **Letter** format is provided beginning on page 29.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.
- **Sign** your letter KELLY LEE.

Planning

*If you are using a word processor, staple your finished work here.
You may make corrections directly on your printed page(s).*

Written Work

To the Editor:

Continued

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This is the end of Section Four.

Section Five: Economic Systems

Economic decisions by governments affect your quality of life.

Questions 46 to 60 and Writing Assignment IV
focus on economic systems and issues.

46. In a market economy, production usually increases when
- A. consumer demand for goods and services rises
 - B. governments raise industrial output quotas
 - C. natural resources are in short supply
 - D. overseas trade levels decline

Use the following diagram to answer question 47.



47. Which of the following “Expected Drawbacks” **best** completes the diagram?
- A. Reduced numbers of doctors and other health-care professionals
 - B. Increased financial burden on low- and middle-income earners
 - C. Increased waiting times for people requiring surgery
 - D. Reduced competition among health-care facilities

Use the following newspaper article to answer questions 48 and 49.

British railways and ports to be nationalized



The sign reads: "This Colliery is now managed by the National Coal Board on behalf of the people."

December 1946—Clement Attlee's Labour government has won the vote on state ownership and it looks like railways and ports will be the first industries to be nationalized. Despite the prospect of severe economic handicaps, [the government is] committed. . . to a vigorous programme of reform. The Bank of England has already been nationalized and coal mines, civil aviation, cable and wireless services, railways, road transport and steel will follow. The British National Health Act came into force in November, providing [full] medical care for every member of society.

—from *On This Day*

48. The newspaper article indicates that the British government of 1946 was trying to .
- A. increase state control of the economy
 - B. emphasize free market principles
 - C. encourage foreign investment
 - D. reduce government spending
49. The actions of the British government described in the article would **most likely** have been opposed by
- A. low-income families and individuals
 - B. democratic socialist politicians
 - C. union leaders and members
 - D. free market economists
-
50. Which of the following areas of the Canadian economy are operated, funded, and regulated mainly by provincial governments?
- A. The manufacturing and servicing of automobiles and other vehicles
 - B. The marketing and selling of clothing and accessories
 - C. The production and refining of agricultural produce
 - D. The delivery of primary and secondary education

Use the following chart to answer questions 51 and 52.

	Nation I	Nation II	Nation III	Nation IV
Inflation rate	High	Low	High	High
Unemployment rate	Low	High	Low	High
Economic growth rate	High	Low	High	Low
Bank lending rate	Low	Low	High	High

51. According to the chart, the two nations that **most likely** are experiencing economic “booms” are
- A. Nation I and Nation II
 - B. Nation I and Nation III
 - C. Nation II and Nation III
 - D. Nation III and Nation IV
52. Which of the following generalizations could be drawn from the information in this chart?
- A. Free trade among nations encourages economic instability.
 - B. During a period of rapid growth, consumer prices rise slowly.
 - C. Government intervention in an economy ensures economic stability.
 - D. Many factors are needed to measure the economic health of a nation.
-
53. Critics of Franklin D. Roosevelt’s New Deal of the 1930s opposed this program by arguing that it violated the traditional American belief in the importance of
- A. ensuring full economic equality of citizens
 - B. relying on private enterprise to drive the economy
 - C. providing social welfare benefits to low-income earners
 - D. allowing centralized planners to dictate national production goals

Use the following “recipe” to answer question 54.

Recipe for a
**Democratic
Socialist State**

Combine the following ingredients and mix well.

Ingredient I — Open, fair, and competitive elections

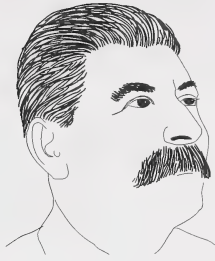
Ingredient II — Tax rate increases as incomes rise

Ingredient III — Complete state ownership of industries and retail stores

Ingredient IV — Programs to provide greater economic security

54. Which “ingredient” has been **incorrectly** included in the above “recipe”?
- A. Ingredient I
 - B. Ingredient II
 - C. Ingredient III
 - D. Ingredient IV
-
55. From a capitalist perspective, the **most effective** way for a Canadian government to reduce a deficit is to
- A. seize control of profitable Canadian manufacturing firms
 - B. discourage foreign investment in the Canadian economy
 - C. decrease spending on government programs
 - D. increase the taxes paid by private businesses
56. In his books *Das Kapital* and *The Communist Manifesto*, Karl Marx attempted to
- A. demonstrate why a communist system would naturally evolve
 - B. outline a plan for a peaceful transition from capitalism to communism
 - C. design and plan the economic strategy for the new Bolshevik state in Russia
 - D. prove that society is best served when each individual seeks to satisfy personal needs

Use the following quotation to answer question 57.



We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years. Either we do it, or they crush us. That is what our obligations to the workers and peasants of the [Soviet Union] dictate to us. In ten years at most we must make good the distance that separates us from the advanced capitalist countries.

—Josef Stalin

57. In the late 1920s, as a result of these concerns, Stalin introduced
- A. Perestroika
 - B. War Communism
 - C. the Five Year Plans
 - D. the New Economic Policy
-
58. Which of the following statements **most accurately** describes global economics today?
- A. Economic decisions made by one country often have an impact on the economic decisions of another.
 - B. Economic decisions are made with little concern for matters such as environmental destruction.
 - C. Economies emphasize resource extraction rather than the development of high technology industries.
 - D. Economies place little emphasis on the importance of global trade and competitiveness.

Use the following sources to answer questions 59 and 60
and to focus your thoughts on Writing Assignment IV on page 37.

Source I



A propaganda poster celebrating a bountiful harvest: posters such as this were commonly used in Stalin's Soviet Union.

—from *Persuasive Images*

Source II



Children suffering from starvation: scenes such as this occurred in Stalin's Soviet Union.

—from *Chronicle of 20th Century Conflict*

59. The Source I poster was intended to

- A. praise business owners for making sound decisions
- B. encourage public support for Soviet agricultural reforms
- C. promote foreign investment in Soviet agricultural industries
- D. prevent private landowners from selling land to the Soviet government

60. The poster and photograph show great contrast between

- A. urban and rural lifestyles in Stalin's Soviet Union
- B. life in Tsarist Russia and life in Stalin's Soviet Union
- C. the ideal and the reality of collectivization in Stalin's Soviet Union
- D. communist and anti-communist views of industrialization in Stalin's Soviet Union

Writing Assignment IV

Suggested time: 15–20 minutes

What idea(s) do the poster and photograph communicate to you about the impact of Stalin's economic policies?

Write a composition in which you

- **identify and explain** the idea(s) conveyed by the poster and photograph
- **support** your explanation by referring to details in the poster and photograph and/or to your understanding of social studies

Reminders for Writing

- **Remember** that the questions in Section Five and the poster and photograph on page 36 may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

Planning

*If you are using a word processor, staple your finished work here.
You may make corrections directly on your printed page(s).*

Written Work

Continued

This is the end of the examination. You may wish to review your multiple-choice answers and revise your written work.

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